

Annual Report
Writing Lab at Purdue University
May 20, 2013 to May 9, 2014



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Acknowledgments

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Abstract

The Purdue Writing Lab Annual Report for May 20, 2013 to May 9, 2014 describes the Lab's services and users as well as staff responsibilities, research, and engagement. The Writing Lab and its 17 graduate and 24 undergraduate tutors served the Purdue campus at four locations (one main and three satellites). The Writing Lab was used over 5,682 times by over 2,146 individual clients. The Writing Lab provided more than 3,871 one-to-one tutoring consultations, and these sessions were rated as helpful by 90% of users. Users of in-Lab consultations came from more than 50 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 246,338,576 pages worldwide and responded to 2,175 individual questions via our OWL Mail service. Learning, Engagement, and Discovery initiatives and accomplishments included 16 conference presentations and invited lectures by staff and the completion of a project funded by the Bill & Melinda Gates Foundation to develop an interactive extension of the OWL for high school students.

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I. The Writing Lab at a Glance

Here is a brief summary listing the numbers of consultations and other services provided over the past year.

Heavilon Hall Writing Lab

Number of individual clients:	2,146 users
Number of total visits:	5,682 visits
One-to-One Consultations:	3,871 sessions
ESL Conversation Groups:	884 visits
ESL Materials Use:	19 visits
In-Lab/In-Class Workshops:	34 workshops attended by 523 students
Instructor Brown Bags:	17 workshops attended by 162 instructors
ICaP Lab Tours:	118 tours for composition courses
Purdue Promise Tours:	15 tours for GS197/490 courses
Computer Use:	59 visits
Other Uses:	569 visits

Materials and Electrical Engineering Building Satellite Writing Lab

Number of individual clients:	128 users
One-to-one consultations:	149 sessions

Humanities, Social Sciences, and Education Library Satellite Writing Lab

Number of individual clients:	106 users
One-to-one consultations:	185 sessions

Latino Cultural Center Satellite Writing Lab

Number of individual clients:	71 users
One-to-one consultations:	78 sessions

Total visits (all locations): **4,283** sessions

(Please see Appendix A for an additional breakdown of Purdue Writing Lab users for all locations.)

The Writing Lab cannot always accommodate all potential users due to high demand for our services and a limited number of tutors. While it is impossible to measure the exact number of potential visitors who could not be accommodated, *at least* this many were turned away during the 2013-2014 academic year:

Fall 2013:	81 users
Spring 2014:	20 users
Total turned away:	101 users

II. Services Provided

The Writing Lab provides a wide variety of services to the Purdue community, including one-to-one consultations, group workshops, lectures, brown bags for ICaP instructors, and conversation groups for non-native speakers of English. In addition to these on-campus services, the Writing Lab is engaged with our local and state community both through direct community outreach and via the Online Writing Lab (OWL), which is among the world's most visited writing websites. This section provides an in-depth explanation of the services we provide.

One-to-One Consultations

During the 2013-2014 academic year, the Writing Lab provided 3,871 in-person consultations.

These individual, in-person tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with advanced practices in peer tutoring, one-to-one learning techniques, and second language learning strategies based on theory and practice within Composition and its subfields. Tutors possess in-depth knowledge of multiple genres of academic and professional writing. The Lab's training process emphasizes continual growth, with a strong focus on a multiplicity of approaches towards both tutoring and writing.

During one-to-one consultations, Purdue students, faculty, and staff engage in 30-minute, in-person meetings with one of our graduate or undergraduate tutors. Consultations can take place at any stage of the writing process, from the very beginning when writers are just generating ideas, to after a draft has been completed. Consultations can focus on any type of writing, including personal writing, reports and other class assignments, résumés, PowerPoint presentations, and outlines for speeches.

A consultation is *not* merely an editing or proofreading session. Instead, tutors help clients understand audience expectations for their documents and learn how to revise their writing to meet them. The Lab's tutors work with concerns specific to each client's particular writing style, audience, and intention. The person-to-person aspect is key to a consultation's effectiveness.

Online Writing Lab (OWL)

In the 2013-2014 academic year, the OWL served 246,338,576 page views.

Purdue's Online Writing Lab (OWL) received 3,256 formal requests for links during the 2013-2014 academic year. The OWL is content-rich, offering student-centered materials addressing many different aspects of the writing process: brainstorming, citation, usage, style, grammar, English as a Second Language (ESL) writing, and discipline-specific writing concerns. The OWL offers specific materials that instructors around the world can use to supplement their teaching at other colleges, universities, and k-12 institutions across the country and around the world. The

OWL Mail service allows users to email quick questions about writing that are answered by the Writing Lab's tutoring staff. Staff responded to 2,175 questions. ⁱⁱ

Support for English as a Second Language (ESL) Students

Users who self-identified as non-native speakers of English accounted for 77% of total Writing Lab visits this academic year.

Because the Writing Lab serves so many ESL students, we have an ESL Specialist, Dr. Vicki Kennell, who is responsible for overseeing the Writing Lab's ESL services and for providing intense training on ESL issues to Writing Lab tutors. A full report describing the Writing Lab's work with ESL students is available by request from Dr. Kennell at vkennell@purdue.edu. The report demonstrates the huge and growing demand for writing-related ESL services, explains how current Lab services help to meet these demands, and outlines plans for better meeting these needs in the future.

Conversation Groups

During the 2013-2014 academic year, in the Writing Lab's daily ESL conversation groups logged 884 participants.

During daily conversation groups, non-native speakers engage in a friendly, round-table conversation led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment. Offering these learners a friendly and open environment helps them to gain confidence in their ability to interact with native English speakers, and many conversation group participants use other Writing Lab services for specific projects.

Instructor "Brown Bags"

During the 2013-2014 academic year, 17 brown bags were held, attended by 162 composition instructors.

Brown bags are bi-weekly events for instructors teaching English Composition (ENGL 106 and ENGL 108) at Purdue. Brown bags are discussion groups in which new and veteran instructors meet to discuss teaching strategies and techniques, as well as issues concerning research and professionalization. Topics covered include designing effective assignments, creating rubrics, teaching citation practices, developing peer review strategies, and leading classroom discussion.

Workshops

During the 2013-2014 academic year, the Writing Lab offered 3 graduate writing retreats, 9 in-Lab workshops for general writing concerns, and 25 in-class, customized workshops requested by instructors.

Workshops are typically hour-long presentations that address general and specific writing issues. Some workshops offered by the Writing Lab take place in the Lab or HSSE library, and others are held in classes by the request of instructors. This year's workshops, which help build relationships with other disciplines across campus,

included a series for the Krannert School of Business and for Purdue's SURF program. Workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials. The graduate writing retreats, workshops designed specifically for graduate students, have been helpful in addressing specific needs related to graduate-level coursework, publications, or dissertations.

In-Lab Resources

The Writing Lab maintains a collection of resources available to all Purdue students and faculty. These include a reference library of writing-related books, journals, and other reference materials, including specialized resources for ESL users. The Lab also provides a computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software.

III. Writing Lab Staff

The Writing Lab staff consists of the Associate Director, Tammy Conard-Salvo; the ESL Specialist, Vicki Kennell, Ph.D.; a receptionist, secretary, and several student front desk assistants; and three staffs of tutors. Linda Bergmann, Ph.D., served as the Director from 2003 through the Fall of 2013. Richard Johnson-Sheehan, Ph.D., will serve as interim director during the next academic year.

Graduate Teaching Assistants (GTAs)

English department GTAs are the backbone of the Writing Lab's staff. They work in one-to-one consultations, develop OWL materials, serve in administrative positions for Writing Lab services, and work on special projects. GTAs tutor clients from any discipline, at all levels, from first-year composition through graduate school, on a wide range of writing projects.

GTA positions are highly selective. All GTAs have taught at least one year of first-year composition at Purdue, must pass a rigorous application and screening process before joining the Lab, and must complete a semester-long tutoring practicum during their first semester of work. Tutors are highly skilled and familiar with a wide array of different academic and professional writing genres, and they also have strong interpersonal skills and the motivation to work with a diverse student body on a wide variety of writing projects. These positions are funded by the English department.

Undergraduate Teaching Assistants (UTAs)

UTAs are peer tutors from various majors across the university. UTAs are selected from among the best students who have completed a semester-long practicum course focusing on tutoring. In addition to tutoring students in first-year composition, UTAs work with a broader range of writers in the satellite locations, staff orientations and special events, respond to OWL mail questions, and participate in conferences and workshops. These positions are funded by the

English department.

Business Writing Consultants (BWCs)

BWCs are primarily students majoring in Professional Writing or Management, selected from a practicum for tutoring documents in those fields. BWCs offer feedback on workplace documents, business-related course assignments, and technical writing: including (but not limited to) résumés, cover letters, memos, reports, and proposals. BWCs provide extra help for students preparing for job fairs through Résumé Critiques, work with a range of writers in the satellite locations, and also participate in special events. These positions are funded by the English Department and the Krannert School of Management.

OWL (Online Writing Lab) Staff

The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL Coordinator manages the content of the site, hiring graduate students who develop instructional materials as needed. These positions are funded by a University Reinvestment Grant.

Professional Writing Program/Writing Lab Collaboration Intern

One undergraduate major or M.A. student in Professional Writing develops a project to support both the Writing Lab and the Professional Writing Program. This internship is funded by the Crouse Scholarship in Professional Writing offered by the Professional Writing Program.

IV. Overview of the Writing Lab's Strategic Plan

Writing Lab staff finalized the Lab's first Strategic Plan in the Spring of 2014 after a two-year process of information gathering and revisions. The Strategic Plan articulates how the Lab fulfills its mission statement of supporting the Purdue-West Lafayette campus through local and global services by describing four main goals: supporting campus writers, conducting global initiatives and engagement, encouraging diversity and critical thinking, and promoting research and professional development.

The goals outline current initiatives as well as a five-year plan spanning a range of purposes: expanding the Lab's outreach to the Purdue community through interdisciplinary support, increasing resources for ESL tutoring and training, maintaining and developing our Purdue OWL, extending the Lab's diversity training, and promoting research from writing support initiatives. The goals showcase how the Writing Lab is working to both sustain and expand its impact on campus through its on-campus services, online participation, and community engagement.

V. The Value of the Writing Lab's Services

Writing Lab staff is developing new metrics to generate additional data demonstrating the positive effects the Lab has on the Purdue community. Among these will be assessment to measure the Writing Lab's effect on student retention through a longitudinal comparison study. The Lab currently tracks client satisfaction via surveys taken at the end of consultations, workshops, and conversation groups, and the feedback collected from these surveys is overwhelmingly positive. Full survey data is included in Appendix B.

Such a wide reach does not go unnoticed. The OWL has greatly increased the national and international prominence of the Purdue English department, particularly its Rhetoric and Composition program. It received the Open Access Award for Education in the Fall 2013 semester from the Office of the Provost and the Purdue Libraries.

The Purdue Writing Lab was also awarded the prestigious Conference on College Composition and Communication Writing Program Certificate of Excellence in 2004 (the first year it was granted). The Lab is considered the "Gold Standard" for both in-person and online writing labs. Over the nearly four decades since the Writing Lab opened, over a hundred staff and alumni have produced writing-related research and scholarship (which is currently being archived in the E-Pubs Collection that is explained in more detail in "Research and Professional Development"), and alumni trained in the Lab have taken faculty positions across the United States, bringing what they learned in the Purdue Writing Lab to their new academic communities. Former undergraduate tutors have gone on to succeed in a wide variety of professions, both in academe as well the private sector.

Off-Campus Visitors

The Writing Lab routinely hosts visitors from other universities and institutions. In the 2013-2014 Academic Year, the Writing Lab hosted 5 visitors from 5 universities. These visitors were starting university writing labs or conducting research about Purdue's Writing Lab to improve their own writing centers. Detailed information regarding the visits is included in Appendix C.

Direct Feedback

The Writing Lab collects evaluations from all users each time they use a service. Feedback for in-Lab services is overwhelmingly positive, with over 97% of consultation clients claiming that their consultation was helpful or very helpful, and far less than one percent expressing dissatisfaction with their session. When assessing their sessions, clients often write that they consider the tutors to be well qualified, knowledgeable, and adept consultants. They mention gaining knowledge, specific strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Writing Lab staff. A sample of students'

written comments and an overview of evaluations are included in Appendix B.

User satisfaction with the OWL is manifest in the large number of link requests the page receives, its incredibly high search engine ranking, its frequent mention in writing-related scholarship, and in constant unsolicited thanks from users around the world. A small sample of the OWL's unsolicited positive feedback is included in Appendix B.

VI. On and Off Campus Engagement

The Writing Lab's pursuit of excellence and recognition of the importance of intellectual diversity and community involvement are reflected by its frequent engagement with on- and off-campus groups.

On Campus Engagement

Workshops

During the 2013-2014 academic year, the Writing Lab presented 34 workshops in courses and sites outside the English department. These workshops were customized through collaborations among Lab's tutors, directors, and Workshop/Writing Across the Curriculum Coordinator to develop dynamic, discipline-specific content.

Lab staff partnered with instructors from Purdue's Krannert School of Management to conduct several workshops on the following topics: professional emails to international audiences and using advanced visuals for presentations to diverse audiences.

Lab staff also worked with the College of Engineering's SURF Program in delivering a series of summer workshops to help STEM students transition to upper-level research and writing projects. Topics covered in these workshops included an introduction to conducting research and problem statements and avoiding plagiarism.

Professional Writing

The Writing Lab is a close ally with the English department's Professional Writing Program, which focuses on preparing students for workplace writing. Business Writing Consultants, partially funded by the Krannert School of Management, provide feedback on memos, reports, technical documents, résumés, and cover letters.

The Mechanical Engineering Writing Enhancement Program (WEP)

The Mechanical Engineering Writing Enhancement Program (WEP) is a collaborative effort between the Writing Lab and Purdue School of Mechanical Engineering (ME). Since 2010, the WEP has helped teaching assistants in ME

provide helpful feedback about Engineering writing projects to students. WEP assessments indicate that a minimum of 78% of ME students demonstrate a measurable improvement in writing ability.

Purdue's Foundations of Excellence Project

During her tenure as the Writing Lab's director, Dr. Linda Bergmann served as a member of the faculty advisory board of Purdue's Foundations of Excellence project, which aims to increase student success and retention in the first year and beyond by coordinating curricular and extra-curricular programs.

Orientation Activities

The Writing Lab takes part in Boiler Gold Rush, the orientation for incoming Purdue undergraduates. Every year Lab staff welcome incoming students by providing information regarding the Lab's services. Similarly, Writing Lab staff participate in the Graduate Student Orientation Fair and the New Faculty Orientation. During the first two weeks of each semester, the Writing Lab offers tours to instructors, who bring their students to the Lab for discussions and demonstrations of Writing Lab services.

Committee for Tutoring Rights and Responsibilities

Partnering with tutoring centers across campus, the Lab's associate director, Tammy Conard-Salvo, worked with the Committee for Tutoring Rights and Responsibilities. The Committee developed a tutoring ethics statement that will be implemented across all of Purdue's tutoring services, in order to ensure that Purdue students receive universally excellent tutoring across campus. Members of the committee also formed a Learning Strategies Think Tank to discuss theoretical and practical approaches in respective fields and areas.

College of Liberal Arts Professional Development Grants for ESL Work

The Lab's ESL specialist, Dr. Vicki Kennell, received two grants to pursue ESL-related professional development. The grant money allowed her to travel to the University of North Carolina-Chapel Hill campus in order to observe their the work of their ESL writing center specialist and to purchase professional ESL-related books and resources.

STEM Engagement

This year, the Writing Lab opened its Materials and Electrical Engineering (MSEE) building satellite location to provide additional writing support for engineering undergraduate and graduate students, faculty, and staff as well as for those from other disciplines. The Lab also collects documents from Electrical and Computer Engineering (ECE) to improve training on tutoring engineering documents and provides discipline-specific support through the Business Writing Consultant program and collaboration with Animal Science and Mechanical Engineering. Collectively, these efforts align with Purdue's dedication to STEM leadership and innovative, multidisciplinary research.

Writing Groups

The Writing Lab has been piloting graduate level writing groups in Horticulture and the Military Family Research Institute. Graduate tutors have facilitated these groups by offering short presentations about pertinent writing topics and assisting group members in responding to one another's writing projects. Vicki Kennell has been investigating the efficacy and sustainability of the groups, and we continue to explore whether these groups can be a regular service in the Writing Lab.

Through collaboration with the Honors College and support from the College of Liberal Arts, the Writing Lab will pilot two undergraduate writing groups next year. These groups will be led by advanced undergraduate tutors with the goal of assisting Honors College students with research and capstone projects. The groups will supplement mentoring relationships in the Honors College and demonstrate the value of writing feedback for writers of all levels.

Purdue Promise

The Writing Lab partnered with Purdue Promise to provide special Lab Tours during the middle of the fall semester to students in the program. The tours, led by undergraduate tutors, highlighted the Writing Lab's services and were designed to encourage reluctant students to use our services. We will continue working with Purdue Promise in the future and identify additional ways of supporting at-risk or first generation college students.

Writing Showcase

The Writing Lab participates in the annual Writing Showcase, an event hosted by the Introductory Composition Program at Purdue (ICaP) and the Professional Writing Program. The Writing Showcase features some of the best writing, research, and digital media productions from students in first year and professional writing courses, as well as displays of innovative teaching practices from writing instructors. Students present documentary films, digital portfolios, public service announcements, and research papers on topics related to local and national issues, community outreach, digital writing, and data visualization.

Satellite Locations

During the fall and spring semesters, the Writing Lab offers evening tutoring at several locations to extend the Lab's on-campus reach.

HSSE Library Satellite Writing Lab (Mondays, 6-9 PM)

The Lab's HSSE location is designed to foster collaborative tutoring, utilizing the library's collaborative study spaces.

Latino Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)

The LCC satellite location began as a research project from an undergraduate tutor. The location serves as a means of outreach of students who use the Latino Cultural Center.

Materials and Electrical Engineering Building Satellite Writing Lab

(Wednesdays, 6-9 PM)

The MSE location is meant to reach students in engineering and strengthen the Lab's collaboration with the College of Engineering. This location replaces one formerly housed in Meredith Hall.

Off-Campus Engagement

7Cs

The Lab's Associate Director, Tammy Conard-Salvo, continued a second term as a committee member of the Conference on College Composition and Communication Committee on Computers in Composition and Communication (7Cs). 7Cs is a national committee affiliated with the National Council of Teachers of English that serves as a resource for computer-based pedagogy and technology issues as they affect the teaching of composition. Ms. Conard-Salvo's work with 7C's included selecting the site of the annual Computers and Writing Conference, reviewing Computers and Writing conference proposals, and attending annual meetings.

Western Governors University

Dr. Linda Bergmann, Writing Lab Director, served on the General Education Council of Western Governors University during the Fall 2013 semester.

Alumni Outreach

The Writing Lab publishes a twice-yearly online newsletter, *Alumni Annotations*, which is distributed to former Writing Lab and OWL staff. *Alumni Annotations* contains messages from the Lab's director, news about the Lab's ongoing projects and honors received by the Lab's staff, and features written by Lab alumni.

During the next few years, the Writing Lab will begin a version of the Peer Tutor Alumni Research Project (PTARP). Developed by writing scholars at the University of Maine, Florida Atlantic University, and the University of Wisconsin-Madison, the PTARP is an IRB-approved research project through which databases of writing center alumni are developed and maintained, and through which writing center alumni are queried about the value of their experience at their respective centers. The goal of the project is to generate data demonstrating the effects that writing center experience has upon the professional development of tutors.

VII. Research and Professional Development

The Writing Lab offers staff opportunities to conduct academic scholarship. Most of the Lab's graduate alumni have taken tenure-track positions at universities in the United States and abroad. In addition to this, Lab training serves to professionalize graduate and undergraduate tutors, preparing them for jobs in education,

government, and private industry.

Credit Courses

During the fall semester, the following three courses were offered to prepare candidates for tutoring positions within the Purdue Writing Lab:

- English 502W (1 credit)
This course is an in-service practicum for graduate teaching assistants in their first semester of tutoring.
- English 390A (2–3 credits)
This course focuses on the theory and practice of tutoring writing and is a prerequisite for applying for UTA (Undergraduate Teaching Assistant) positions for first year composition.
- English 390B (2–3 credits)
This course focuses on the theory and practice of tutoring business, technical, and professional writing students and is a prerequisite for applying for undergraduate BWC (Business Writing Consultant) positions.

Dissertations and Theses

During the 2013-2014 academic year, graduate students completed the following dissertations and theses based on research in the Writing Lab:

Abbott, Tristan. *Writing, Politics, and Agnotology: Maintaining the Institutional Viability of Composition Studies in an Age of Reform*. IRB approved. Patricia Sullivan, Ph.D. committee chair. Linda Bergmann, former Ph.D. committee member.

During the 2013-2014 academic year, the following graduate students began or continued work on theses or dissertations related to the Writing Lab:

Allen, Matthew. *Doing Audience Analysis: A Micro-Analysis of Reader-Related Practices in a University Writing Center*. Prospectus Defended. IRB Approved. Linda Bergmann, former Ph.D. committee member.

Atilgan, Aylin. *The Journey of Chinese and Korean Students from English Mainstream Composition Courses to the Writing Lab: A Needs Assessment of Purdue University East Asian Students*. Prospectus Defended. IRB Approved. Linda Bergmann, former Ph.D. committee member.

Koppelman, Zachery. *Understanding the Rhetorical Engineer*. Prospectus Defended. IRB Approved. Richard Johnson-Sheehan, Ph.D. committee chair. Linda Bergmann, former Ph.D. committee chair.

Publications

Nall, Stacy. "Remembering Writing Center Partnerships: Recommendations for Archival Strategies." *The Writing Center Journal* 33.2 (Fall/Winter 2014): 101-121.

Presentations

Allen, Matthew. "An Interactional Analysis of Reader-Based Response in Writing Tutorials between Graduate Student Tutors and Writers." Roundtable presentation at the annual conference of the American Association for Applied Linguistics. Portland, Oregon.

Atilgan, Aylin. "The Journey of Chinese Students from Mainstream Composition Courses to the Writing Lab: A Needs Assessment." ESL Speaker Series, Purdue University, West Lafayette, IN.

Conard-Salvo, Tammy. "The Purdue OWL and the Land Grant Mission: Uncovering Invisible Innovation and Research." First Friday Lecture Series, Ball State University, Muncie, IN.

Conard-Salvo, Tammy, Joshua Paiz & Caitlan Spronk. "Soaring into the Future: The Purdue OWL and Supporting the Next Generation of Writers." Panel. East Central Writing Centers Association Conference. Miami University: Oxford, OH.

Hou, Xin. "Building Writing Centers in Asian Universities: Why and How." East Central Writing Centers Association Conference. Miami University: Oxford, OH.

Kenzie, Daniel. "'He Just Did Not Listen to Me': Authority and Resistance in Writing Tutors' Encounters with Prior Learning." Council of Writing Program Administrators 2013 Conference: Savannah, GA.

Kenzie, Daniel. "Tutor Education as Professionalization for Technical and Professional Communicators." Council of Programs in Technical and Scientific Communication: Cincinnati, OH.

Kenzie, Daniel, Stacy Nall, Scott Partridge & Ellery Sills. "Increasing Writing Center Visibility through Digital Repositories." East Central Writing Centers Association Conference. Miami University: Oxford, OH.

McCall, Mary. "A Rhetorical Analysis of the Writing Center Report Genre." East Central Writing Centers Association Conference. Miami University: Oxford, OH.

McCall, Mary. "A Rhetorical Analysis of the Writing Center Report Genre." Council of Writing Program Administrators 2013 Conference: Savannah, GA.

Nall, Stacy, Tammy Conard-Salvo & Tristan Abbott. "The Stories We Tell: Narratives, Institutional Discourse, and the Public Documents of Writing Centers." Panel. Conference on College Composition and Communication: Indianapolis, IN.

Paiz, Joshua. "Encouraging the Growth of OWLS Worldwide: Utilizing Intercultural Rhetoric to Inform Best Practices." Plenary panel presentation, 8th Intercultural Rhetoric and Discourse Conference: Indianapolis, IN.

Paiz, Joshua. "Expanding Audiences for Online Writing Labs: OWLs in the English as a Foreign Language Context." Conference on College Composition and Communication: Indianapolis, IN.

Paiz, Joshua. "An Exploratory Study on the Place of Online Writing Labs in the EFL Context." 2013 Symposium on Second Language Writing: Jinan, China.

Paiz, Joshua. "Online Writing Labs: Resources for Second Language Writers." 2014 TESOL Developer's Showcase: Portland, OR.

Spronk, Caitlan. "Programming Composition: Digital Humanities and Big Data." Conference on College Composition and Communication: Indianapolis, IN.

Purdue E-Pubs

The Writing Lab collaborated with the Institutional Rhetorics graduate English seminar course to find a way to showcase research conducted through the years, resulting in a partnership with the Purdue Libraries to create an E-Pubs Collection. The collection, available at <http://docs.lib.purdue.edu/writinglab/>, includes series for conference presentations, publications, and technical reports from faculty, staff, and graduate students. Entries will be added to the collection in the next academic year, allowing other scholars and researchers to locate work about the Writing Lab and OWL.

VIII. Appendices

*Appendix A: Breakdown of Usage Information**

How Users were Referred	Times Used
Instructor	1,982
Friend	993
Advertising	513

Use by Classification	Times Used
Undergraduate	3,419
Graduate	1,620
Staff	38
Other	305

Use by College	Times Used
Agriculture	435
Consumer and Family Sciences	55
Education	1214
Engineering	367
Health and Human Sciences	400
Liberal Arts	870
Management	761
Science	796
Technology	255
Veterinary Medicine	28

Most Frequent Use by Major (Only the top 30 majors are listed)	Times Used
Economics	187
Mechanical Engineering	180
Unknown	165
Undecided	156
Accounting	150
Computer Science	149
Industrial Engineering	136
Management	116
Chemistry	104
Biology	93

* Information presented in the appendices is based on clients' self-reported data. Not all clients chose to report data.

Strategic Management	90
Mathematics Education	81
Civil Engineering	81
Actuarial Science	80
Mathematics	80
Educational Studies	73
Industrial Technology	67
Fisheries Science	66
ECE	64
English	61
Hospitality and Tourism Management	59
Math	56
Information Security	56
Agricultural Economics	51
Communication	50
Nursing	46
Statistics	46
Communications	45
Finance	45
First Year Engineering	44

Most Frequent Use by Country of Origin (Only the top 10 countries are included)	Times Used
China	2,456
United States	1,385
South Korea	549
Taiwan	182
India	97
Japan	90
Spain	71
Panama	55
North Korea	50
Chile	48

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	23%
Visits from ESL Speakers	77%
Unknown or unreported	<1%

Appendix B: Evaluations and Comments

Student evaluations of Individual Consultations, ESL Conversation Groups, In-Lab and In-Class Workshops, and Instructor Brown Bags.

Student Evaluations of Individual Consultations	Student Responses	Percentage
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The tutor explained ideas to me in a way I can understand and use.

Agree	4,117	91%
Somewhat agree	464	9%
Disagree	13	<1%

The tutor addressed my concerns.

Agree	3,903	85%
Somewhat agree	483	10%
Disagree	20	<1%

The tutor made me feel comfortable and respected during my tutorial.

Agree	3,950	95%
Somewhat agree	282	6%
Disagree	14	<1%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
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How effective was your conversation group leader at encouraging everyone to participate?

Effective	659	70%
Somewhat effective	251	26%
Not effective	3	<1%

Overall, how would you rate your conversation group leader?

Effective	654	70%
Somewhat effective	264	28%
Not effective	1	<1%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
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The workshop was helpful.

Agree	311	35%
Somewhat agree	388	44%
Disagree	31	3%

I am likely to apply the material covered in this workshop to future writing.

Likely	408	47%
Somewhat likely	337	39%
Not likely	14	2%

My workshop leader was effective.

Agree	400	47%
Somewhat agree	310	37%
Disagree	22	3%

Instructor Evaluations of Brown Bags	Student Responses	Percentage
The brown bag was helpful.		
Strongly agree	74	73%
Agree	27	26%
Disagree	0	0%

I am likely to apply the material covered in this workshop to future writing instruction and/or curriculum design.

Likely	72	67%
Somewhat likely	28	26%
Not likely	2	2%

I am likely to recommend the Writing Lab brown bags to other instructors.

Likely	78	75%
Somewhat likely	25	24%
Not likely	0	0%

Overall, I would give this brown bag leader the following rating.

High	72	77%
Somewhat high	20	22%
Low	0	0%

Selected Comments from Student Evaluations of Consultations

At the end of each consultation, ESL conversation group, and workshop, students have the opportunity to fill out anonymously a feedback form that evaluates their experience in the Writing Lab. The following selections (transcribed exactly as users wrote them) constitute a small sample of the comments that students have offered when asked the question, **“What did you learn to help you with future writing projects?”**

- I learned to make my work a little more ‘about me’ other than put a generic, overarching experience—especially with my cover letter.
- I learned that in writing one should avoid repetition and connect ideas properly.
- I learned how to build a strong argument and write each paragraph in a more structured way.
- Your first idea for a project doesn’t have to be your final, it can lead to another. Also, I learned how to structure a review.
- I learned how to improve the flow of my paper. I also learned how word choice and verb usage can improve my paper.
- I learned how to write a clear concise personal statement.
- It was a good reminder of the value of stepping back from a piece, reading aloud, and/or communicating its purpose to a new audience.
- Anecdotes should be more clearly linked to the main point of the paragraph. Some anecdotes can even be condensed into a sentence, as long as the point comes across.
- I learn [sic] the key points I should put in abstract and introductory writing in the technical reports.
- Reverse outlining can be extremely helpful organizing a paper which is exactly what I needed.
- A very good thing we did is to read my paper out loud. So I will do that after I write my future writing cause [sic] I could find so many mistakes.
- How to ask for help in a polite way, and how to write email in a professional way.
- Organization is key and can make a big difference in how the message is conveyed.
- How to make my thesis more arguable and how to support my thesis.
- I learned that I can format my ideas to make a good paper. I just have to brainstorm.
- How to link topics to each other to make a more sound argument.
- How to write with the audience in mind.
- Design my resume that makes me stand out as a designer.

Students also made the following comments when asked, **“Do you have any additional comments or feedback?”**

- I appreciate the extent of help that was given. I did not intend to dissect my sentences as much but it was very necessary.
- Extremely helpful for only 30 mins!
- Luke was very good at listening to what I wanted and addressing them [sic].
- I really liked my tutor. Mary Atkins, she was very helpful and made me feel very comfortable.
- The consultant (Dana) is awesome and helps me a lot. I really appreciate her recommendation.
- Thank you so much Dana! I believe you put the extra edge on my statement to help me get into school! Cant think [sic] you enough! You are awesome!!
- This was a first time visit for me and It [sic] went GREAT! Ellery was very helpful!
- I want to stay longer in each session for better results.
- Did an amazing job helping me to understand how to write memo [sic] and say more with less! THANK YOU!
- Should TOTALLY have done this last month.
- Everyone at the WL is really friendly and it brightens my day.
- This session was extremely helpful and I have more confidence that my paper is of good content.
- Stacy helped me restructure my phrases a lot better and gave me positive feedback on my statement of purpose.
- Trey is one of the best tutors I have worked with in the writing lab. Thanks!!
- I appreciated how the tutor made a list points and questions that I wanted to address and referred to this list throughout the session.
- I felt very comfortable reading out loud, which I'm normally not.
- Nisha was very helpful! Thank you!
- I'm glad I came, I only expected things like grammatical tweaks so this meeting excelled what I expected [sic] when I came.

Selected Comments from OWL Users

The following selections (transcribed exactly as users wrote them) constitute a small sample of the unsolicited comments we receive about the OWL. OWL users include students and instructors at Purdue and around the world, k-12 teachers, and parents.

- Your site is clear, comprehensive and logical. Best of all, your advice and models prove to my kiddos that I am not making all this stuff up to torture them! Thanks - you all are awesome. (Lincoln, ME: K-12)
- I use your APA style guide every time I have to write a paper (thank you SOOOO much!!!) and my teacher suggested that we cite the guide in our current paper. I couldn't figure out how to do so! If you could email me back with a reference citation that would be awesome! Thank you again! (Pomona, CA: University)
- i love your help on this website and how hard you guys work for accurate information on citation and etc. I use it everyday to cite my work on essays etc. and just wanted to thank you for the help. (Windham, NH: K-12)
- Thank you for maintaining this excellent site. I often refer students to your site for help with active and passive voice. The students report back to me that they find your site to be essential for that topic and many others to strengthen their writing skills. Kudos! (Geneseo, NY: University)
- I just wanted to take a moment to say thank you and the rest of the staff that has created this amazing resource. When I started out using MLA, I came to you guys every single time I wrote a paper. Then when I started another program that used APA I panicked-I'm an MLA girl! But you were still there, gently guiding me through the ins and outs. Truly such a wonderful, valuable resource. Thank you times 14 for the great work. Know that it has saved me from heaving heavy objects across the room at least once a week for the last 5 years. (Cleveland, Ohio: K-12)
- Why don't you guys have a Facebook page so I can make a silly, but deeply longed for, public act of Purdue OWL praise by liking it? I'm actually serious by the way. I recognize a Facebook page is meaningless in most other regards save having a link to this site on a social networking site, but I don't care; I would still love for you to have one so I can like it. I know so many people who use this website resource aside from myself and it means mountains to the students of the world that you have made it. So since it is unlikely that you will make a Facebook page and thus allow me to follow the deeply implanted, proper social ritual of liking it, I will have to do this the old-school, pre-Facebookian way of an online message-us form: Thank you, very much, creators, proprietors, and funders of Purdue OWL. (USA)

- Great web site with helpful information for creating and showing examples of a Business Letter. Pardon my English as it is 3am here in China and I cannot sleep and I have to teach an ESL class Wednesday October 10th.. Your web site helped. I am from North Carolina, living in China for about 2 years now. (PRC)
- Thank you for your clear and enjoyable resources! They are a great help whenever I suddenly get lost in the "past" or "present perfect." Thank you very much. Please, keep up the good work. Best regards, Katalin Halom (mother tongue: Hungarian, working in German and English, and speaking (more or less) French, Japanese, and Russian) (Austria)

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Anita DeRouen	Millsaps College, Jackson, MS	September 12, 2013
Mike Mickelbart	Horticulture and Landscape Architecture, Purdue University, West Lafayette, IN	September 17, 2013 and February 22, 2014
Marcela Rabadán	ITAM, Mexico	November 13, 2013
Katie Kirkpatrick	Clarkson College, Omaha, NE	November 27, 2013
Sue Dinitz	University of Vermont, Burlington, VT	February 21-27, 2014

Appendix D: Writing Lab Staff Members for 2013-2014

Director

Linda S. Bergmann, Ph.D., Professor of English (deceased)

Associate Director

Tammy Conard-Salvo, M.A., Administrative/Professional

ESL Specialist

Vicki Kennell, Ph.D, Administrative/Professional

Graduate Teaching Assistants (GTAs)

Tristan Abbott	Rebecca McKanna
Amy Elliot	Sean Mitsein
Karen Feiner	Stacy Nall
Mary Beth Harris	R. Scott Partridge
Jeffrey Gerding	Luke Redington
Trey Gordon	Dana Roders
Daniel Kenzie	Anne Schmalstig
Patrick Love	Ellery Sills
Mary McCall	

Online Writing Lab (OWL) Staff

OWL Coordinator: Joshua Paiz

OWL Technical Coordinator/Webmaster: Caitlan Spronk

Undergraduate Teaching Assistants (UTAs)

Collin Baker	Xin Hou
Andrew Battiato	Shannon Israelsen
John Bomkamp	Ashley Jarrett
Ariel Callahan	Caitlin Jones
Bridget Carey	Katie Martin
Sarah Claucherty	Haley Sands
Megan Grassl	Amberly Simpson
Matt Hollars	Rebekah Thomas

Business Writing Consultants (BWCs)

Mary Adkins	Nisha Nagarajan
Evienne Epifano	William Precup
Alexandra Hoff	Hannah Wilkerson
Kristine Keers	Nekoda Witsken

Professional Writing Program/Writing Lab Collaboration Intern

Patrick Love

ⁱ Linda Bergmann passed away in January 2014. She was Director since 2003.

ⁱⁱ The OWL was moved to a new server environment near the end of September 2013. This new server environment uses different analytics software than the previous environment; therefore, the statistics included this year cover September 25, 2013, to April 30, 2014. Because the new analytics software calculates items differently than the old software, comparisons are not made to previous years.